



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

student use of materials to the fullest possibility and the best advantage.

Instruction of freshmen and sophomore classes in the use of reference books, catalogs and bibliographic apparatus.

On a less comprehensive scale, proportioned each to its own situation, the smaller libraries can similarly serve their respective constituencies. Necessarily, they can accomplish at long range but a fraction of the effectiveness possible to the libraries which are in full control in the school buildings. They can, however, exert a powerful stimulus in the anticipation of the day when they may assume a more intimate and complete relationship.

There is a large meaning in the democratization of higher education. When

the gloomy days which have come upon the ruling races of the world shall have yielded to happier times, great reconstructive forces will dominate the world. In the development of economic activities that shall prosper the nations, those peoples will survive the severity of commercial rivalries which prove their superiority through knowledge of scientific methods.

The laboratory and the library must do their part if talent is not to remain undiscovered, and inventive genius and originality are to reach full fruition. And the library bears the added duty of serving those ends which make not only for general proficiency and prosperity, but for general intelligence and culture, and thereby national completeness.

WHAT THE PUBLIC LIBRARY CAN DO FOR GRADE SCHOOLS

BY EFFIE L. POWER, *Carnegie Library, Pittsburgh*

The first conception of library work with children was in connection with grade schools. The librarian of thirty years ago, who had no room for children within his library, sent a few books into the classroom and expected the teacher to thus provide for the needs of the pupil who had no books in his home. If she was a poor teacher she succeeded in satisfying him with the books at hand. If she was a good one, he wanted "more" and still "more" and his enthusiasm spread from the classroom to the library, where he was finally taken care of in a separate children's room presided over by an assistant specially trained to direct his reading. The teacher continued her work of forming reading taste, while the children's librarian studied the field of children's literature for the few best books which the teacher might use, and the many more which the children should read during their leisure hours. In theory the child was passed from one to the other, but the line was not sharply drawn. The children's librarian took over some school methods and gave them new

color, as has been exemplified in modern library story-telling and club work, but each kept to her own special field, while both built upon the same basic educational principles.

Thus library work in grade schools developed naturally as a means to an end, and not an end in itself, its aim being to train to an appreciation of good books, and an intelligent use of public library resources.

Methods have changed with the growth of educational ideals, but from the beginning of the public library movement in America in 1876, library work has held an intimate place in grade schools.

Since the unit in the grade school is smaller than in the high school, its tendency has been to combine with other agencies rather than to build up an independent department. The library, being essentially a co-operative institution, has responded to its call, or more often, anticipated its needs and met it half way. The resultant co-operation when successful, has required systematic organization, and as a

result departmental library work is at present more fully developed in grade schools than in high schools. It is also true that more uniformity in grade school library methods has been possible owing to the comparative simplicity of the grade school curriculum. This does not mean a dead level of activities.

A head of a school department in a large public library where the work is closely organized was recently told by a member of the local school staff that it would be much easier to help her in the matter of equipment if she could make up her mind to follow one plan. "I've observed that you work in a little different way in each school," he remarked, not realizing that this variation was an end to be desired, and was the result of system rather than a lack of it.

Granted that library co-operation with grade schools has developed practically, and has reached a satisfactory basis as regards departmental organization, what is the problem confronting us today?

Following is a summary of the activities in operation among library departments at the present time:

The selection of books, pictures and other material.

The care and distribution of deposits of library material in schools.

Reference work with teachers and classes of pupils.

Instruction to teachers and classes of pupils in the use of the library.

Instruction in library use and children's literature in normal schools.

The publication of school lists.

The exhibition of model collections of books for children.

The selection and collection of pedagogical books and magazines.

The collection of textbooks for comparative study.

The collection of museum material for teachers and pupils.

The collection of magazine and newspaper clippings showing local and current history of school work.

Talks and lectures on school-library topics.

Story-telling.

Attendance at school-library meetings.

Co-operation with other child-welfare agencies.

The administration of a special room for teachers within the library.

The presentation of library work as a vocation.

The training of school librarians.

The materials which have been deposited in schools by such departments are books, pictures, maps, museum specimens, lantern slides, stereopticons, victrola records:

As one studies this long list of functions it is apparent that each operation is an extension requiring specialization along one of the following lines:

The selection and presentation of children's literature.

The selection, care and distribution of books of information and related material.

The exploitation of the special field and the ideals of library service.

Of these lines of work, the first two, which are the fundamental ones, have been long established.

Looking within the grade school one sees the same tendency toward specialization intensified, in the courses of study and teaching equipment. Why is this? The practical problem of every-day living demands it. Today large and constantly increasing numbers of children of varying racial instincts and capacities throng the grade schools and children's libraries. A larger output of ever finer quality is expected and this must be met through increased efficiency. More and better service along old lines, rather than old service along many lines is what the modern grade school asks of the modern public library. The high power machine, well-oiled and driven by a well-trained hand and discerning eye, which turns out the best product with the least waste is the only one tolerated today. This applied to school library work, means an organization so definite and practical, that it shall give freedom for variations in method to meet every legitimate school call, skilled service in book selection and perfection in methods of directing children's reading.